

Expressive arts and design

"The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe." EYFS Statutory Framework, 2021.

ART

INTENT: In Early Years we capitalise on children's natural excitement for and freedom to express their thoughts, ideas and inner feelings as artists by:

- Providing children with opportunities to explore and experiment with different media and materials
- Encouraging children to be inventive and imaginative allowing them to express their creativity in ways that are personal to them
- Allowing children to use their own imagination to be uninhibited artists

IMPLEMENTATION: Art is valued and promoted through direct teaching and purposeful learning opportunities across different themes throughout the year.

- We use planned themes and capitalise on unplanned moments that present themselves to talk about line, shapes, colour, form and texture.
- We deliver weekly art sessions where artistic skills are modelled and taught. This learning is then reflected within the provision where children have opportunities to practise and refine these skills.

In addition to Art being taught as a discrete subject, opportunities are also provided for children to express their own creative ideas by exploring, experimenting and combining materials to create different effects.

Creative areas, inside and outdoors, are resourced with a wide range of tools, media and materials and are organised in a way that encourages children to be independent in their choices and decisions. We recognise and use the links between Art and gross and fine motor development and provide vertical surfaces and large areas where children can stand enabling them to have greater stability and more control over the tools they are using.

In the provision adults promote children's creativity and imagination by valuing their ideas and encouraging freedom of expression. They support and facilitate children in the application of their artistic knowledge and skills.

IMPACT: By the end of the EYFS children will begin to express their imagination and creativity by using different media and techniques. They will learn to manipulate different tools and combine different materials to create different textures. They will learn about different tones and shades of colour and will begin to draw different types of lines and shapes with control.

DESIGN AND TECHNOLOGY

INTENT: In Early Years we capitalise on children's natural intuition to be creative, inventive and innovative by:

- Introducing them to the designed and made world and how things work
- Providing children with a purpose to design, make and evaluate functional products
- Encouraging children to investigate and explore a wide range of materials and tools
- Supporting children to find original solutions using resources in unique ways
- Nurturing children's confidence to try new things

- Fostering children's resourcefulness and resilience to enable them to take risks and learn from their mistakes

IMPLEMENTATION: Design and Technology is valued and promoted through direct teaching and purposeful learning opportunities across all planned themes throughout the year.

We use planned themes and capitalise on unplanned moments that present themselves to encourage children to design, make and evaluate.

- We provide children with a purpose to design, make and evaluate products that move, are structurally sound and are healthy and safe for example through building, cooking, sewing and making products.
- We include opportunities for children to assemble and disassemble objects to learn more about how things work.
- Opportunities are also provided for children to practise and apply what they have learnt in different contexts and for a variety of purposes.

The environment has focused areas for promoting and teaching Design and Technology. These include the outdoor construction area and the deconstructed role play, which are resourced with a wide range of equipment and tools. They are organised in a way that encourages children to be independent in their choices and decisions and to use their knowledge to find solutions and use resources in unique and innovative ways.

In the provision adults promote children's creativity, originality and problem solving by valuing their ideas and encouraging them to make connections in their learning, take risks and learn from mistakes.

IMPACT: By the end of the EYFS children will begin to learn to solve problems, control and manipulate different tools, design and plan and express their imagination. They will be supported to share and talk about their creations and to work on their improvements.

MUSIC

In Early Years we capitalise on children's innate desire to listen to, make and explore sound by:

- Providing freedom for children to be curious, experimenting with and creating their own music
- Reinforcing children's responses to sounds and encouraging composition and performance
- Cultivating children's desire to be inventive and imaginative allowing them to express their creativity in ways that are personal to them

IMPLEMENTATION: Music is valued and promoted through direct teaching and purposeful learning opportunities across the provision. Singing is an integral part of the daily routines and children are taught new songs as well as practising songs they already know. Over the year they develop a wide repertoire of songs and rhymes that they know by heart. A weekly music session is also delivered focusing on musical knowledge and skills. In the provision adults promote children's creativity and imagination by valuing their ideas and encouraging freedom of expression. They support and facilitate opportunities for children to rehearse, refine and develop their musical skills.

IMPACT: By the end of EYFS children are beginning to express their creativity and express opinions about music. They are able to sing a range of rhymes and songs and are encouraged to compose and perform. Children will be able to express their opinions about music and follow a rhythm.

DANCE

INTENT: In Early Years we capitalise on children's innate desire to move by:

- Providing freedom for children to be expressive, experimenting with and creating their own series of movements

- Reinforcing children's responses to music and encouraging choreography and performance
- Cultivating children's desire to be inventive and imaginative allowing them to express their creativity in ways that are personal to them

IMPLEMENTATION: Dance is valued and promoted through direct teaching and purposeful learning opportunities within the provision.

A weekly dance session is delivered focusing on dance knowledge and skills. We recognise the direct link between Dance and Physical Development and use the discrete sessions to practise balance and coordination through core work, building strength, crossing the midline and symmetrical movements.

We use our annual themes and the relationship between Dance and Music as a stimulus to plan opportunities for children to experiment with and create their own dance movements. Children also have access to recorded music, costumes and props where they are encouraged to be inventive, imaginative and perform themselves and appreciate others' performances.

IMPACT: By the end of the EYFS children will be able to join and sequence different movements, transfer their weight from one body part to another and negotiate space. They will learn to cross the midline, balance and move their body in different ways and different directions.